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ABSTRACT

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-devloped activities for instruction in grammar. The activities, which are presented in ascending order of grade level from kindergarten through sixth grade, are designed to develop grammar skills while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually grammar), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

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MULTICULTURAL, NONSEXIST TEACHING STRATEGIES

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GRAMMAR

(k-6) gone went he him she we

CS208 316

AREA EDUCATION AGENCY 7

Cedar Falls, Iowa

Document title: Multicultural, Nonsexist Teaching Strategies: Grammar (K-6).

Author(s):

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AEA 7 Teacher Center
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INTRODUCTION

The implementation of Multicultural Nonsexist (MC,NS) education which was mandated in Iowa by House File 254 has been a challenge to all educators in the state. Although Iowa teachers have increased their awareness level regarding the need for MC,NS education, there remains an obvious lack of concrete strategies and suggestions to implement a MC,NS program in all content areas.

Since the inception in 1978, the AEA-7 Teacher Center has focused on MC,NS education as one of its major goal areas. Several efforts have been made to involve teachers in the development of MC,NS workshops and materials. This booklet, developed by a group of fourteen elementary teachers in Cedar Falls, Iowa, is one such effort.

This resource is divided into the seven Language Arts skill areas of Creative Writing, Grammar, Listening Skills, Literature, Oral Language, Punctuation and Capitalization, and References. Each skill area is color coded and offers a variety of concrete suggestions for MC,NS lessons for Kindergarten through sixth grade.

It is with great pleasure that the AEA-7 Teacher Center and the State Teacher Center Office make this booklet available to school districts and teachers throughout Iowa. We wish to thank the developers and project coordinators for their contributions to this booklet and hope it is utilized extensively in the implementation of a successful Multicultural, Nonsexist Language Arts Program in Iowa.

MALE/FEMALE ROLES

Skill Area: Grammar
Grade Level: Kindergarten
Group Size: Class and center
Time allotment: 20 min. + center time

OBJECTIVE/PURPOSE

The student will name, copy and illustrate workers to gain awareness that he/she have choices of their careers.

MATERIALS NEEDED

Chart paper, paper, crayons, pencils

DESCRIPTION OF ACTIVITY

The teacher will list and illustrate suggested workers for the students to copy and illustrate.

DIRECTIONS

Ask the students to name various workers. The teacher illustrates them on the chart. Print the worker's title under each picture.

Provide a table and a chart holder for students to copy and illustrate one worker per page. After several pages are completed, use the pages to make a book.

EVALUATION

Did the student copy and illustrate pages for a book?

SENTENCE EXPANSION

Skill Area: Language Arts
Grade Level: 1
Group Size: 25
Time Allotment: 30 minutes

OBJECTIVE/PURPOSE

After the teacher reads the book Umbrella by Taro Yoshima, the students will give oral expansion of sentences about Momo, the Japanese American girl.

MATERIALS NEEDED

Chalkboard, overhead projector, and the book from the Multicultural Children's Book List, Umbrella by Taro Yoshima, Viking Press, 1958.

DESCRIPTION OF ACTIVITY

The teacher reads the book and then the students expand on "Momo" such as:

The _____ girl wished for _____.

The _____ girl needed _____ umbrella for_____.

DIRECTIONS

Same as above

EVALUATION

Reread the students' expanded sentences. Discuss that Momo could be a three year old Japanese American boy also. Reread the books and give a new Japanese name to the main character and read it as a three year old boy is telling the story. Or tell about when you were three years old.

MOTHER'S ROLES

Skill Area: Language Arts
Grade Level: 1
Group Size: 15-25
Time Allotment: 30 Minutes

OBJECTIVE/PURPOSE

Build sentences using a theme of "Mothers Can Do Anything".

MATERIALS NEEDED

Teacher needs an overhead projector or chalkboard, crayons, paper, book Mothers Can Do Anything by Joe Lasker.

DESCRIPTION OF ACTIVITY

Read the book to the class.

DIRECTIONS

The teacher selects the word "Mother" and writes it on the board or overhead projector. The students brainstorm for descriptive words. The teacher writes all the words in front of the selected word, then class and teacher go through the list:

wonderful mother
great mother
happy mother
loving mother

Then the students orally brainstorm for verbs or what mothers can do, such as:

Mothers can be tennis players.
Mothers can be judges.
Mothers can drive taxis.
Mothers can paint.
Mothers can hook up a line.

EVALUATION

On drawing paper, students can illustrate what they wish their mom could do.

Enrich students' vocabulary and expand sentences by adding where phrases.

NONSEXIST CAREERS

Skill Area: Grammar
Grade Level: 1
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To dictate two original sentences, using the patterns "Daddies can_____." and "Mommies can_____."

MATERIALS NEEDED

The poem "Parents are People" by Carol Hall, chart paper and marker for taking down dictated sentences

DESCRIPTION OF ACTIVITY

The poem "Parents are People" emphasizes the concept that parents are people that have a wide variety of interests.

DIRECTIONS

Read the poem to the students. Discuss the poem. Ask each student to make up two sentences, one beginning "Daddies can_____." and the other, "Mommies can_____".

EVALUATION

Each student will be able to dictate two sentences fitting the sentence structure "Daddies can_____' and Mommies Can_____".

PARENTS ARE PEOPLE

by Carol Hall

Mommies are people.
People with children.
When mommies were little
They used to be girls,
Like some of you,
And then they grew.

And now mommies are women
Women with children
Busy with children,
And things they do
There are a lot of things
A lot of mommies can do.

Some mommies are ranchers
Or poetry makers
Or doctors or teachers
Or cleaners or bakers
Some mommies drive taxis
Or sing on TV
Yes mommies can be
Almost anything they want
to be

Spoken: They can't be
grandfathers . . . or
daddies

Daddies are people
People with children
When daddies were little
They used to be boys,
Like some of you
But then they grew.

And now daddies are men,
Men with children
Busy with children,
And things they do
There are a lot of things
A lot of daddies can do.

Some daddies are writers
Or grocery sellers
Or painters or welders
Or funny joke tellers
Some daddies play cello
Or sail on the sea
Yes daddies can be
Almost anything they want
to be

Spoken: They can't be
grandmas...or mommies...

Parents are people
People with children
When parents were
little
They used to be kids
Like all of you,
But then they grew
And now parents are
grown-ups,
Grown ups with
children,
Busy with children,
And things they do.
There are a lot of
things
A lot of mommies
And a lot of daddies
And a lot of parents
Can do.

WORD ORDER

Skill Area: Grammar
Grade Level: 1
Group Size: Small
Time Allotment: 15 minutes

OBJECTIVE/PURPOSE

To learn that words in sentences are in a certain order and to develop a nonsexist attitude.

MATERIALS NEEDED

Sentence strips with sentences such as the following, cut into separate words.

DESCRIPTION OF ACTIVITY

Students are to put sentences in the proper order to make grammatical sense.

DIRECTIONS

Use the following sentences, and more, to write on sentence strips, cut into words, and have the students arrange in proper order.

doll Bob a has

is My doctor Mom a

bus I a ride

football Jan likes play to

nurse Dad My a is

These and many other sentences can be used to develop both an awareness of sentence order and a nonsexist, multicultural attitude.

EVALUATION

The students will be able to put sentences in grammatical order.

GRAMMAR

Skill Area: Language Arts
Grade Level: 1
Group Size: 15-25
Time Allotment: 30 minutes

OBJECTIVE/PURPOSE

To discuss the feelings of Robert, a Black American, when a boy named Stevie comes to live with him. The reaction of an older child might have to a younger child. These will be dictated sentences of Robert's feelings.

MATERIALS NEEDED

The book, Stevie, from the Multicultural Children's Book List, by John J. Steptoe, Harper & Row, 1969; overhead projector or chalkboard.

DESCRIPTION OF ACTIVITY

Read the book to the class. Dictate complete sentences of the students' conversations.

DIRECTIONS

After reading the story of Stevie, share thoughts of Robert about little Stevie such as:

Little Stevie was a crybaby.
Little Stevie had to have his own way.
Little Stevie was greedy.
Little Stevie put his dirty footprints on my bed.

EVALUATION

Reread the sentences the students have dictated. The teacher can ask questions concerning the story of Stevie while they are rereading the statements.

Discuss how they feel about a younger brother, sister, or friend.

NONSEXIST

Skill Area: Grammar
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

Students will fill in proper noun slot in sentences where needed.

MATERIALS NEEDED

Worksheet and pencil

DESCRIPTION OF ACTIVITY

1. Mrs. Jones works at a _____.
2. Mr. Jones is a _____.
3. They live in_____.
4. Their children's names are_____and_____.
5. _____likes to play soccer.
6. _____likes to read.

DIRECTIONS

Student will fill in blanks and then discuss their responses and the roles they've used.

EVALUATION

Teacher evaluated.

MULTICULTURAL

Skill Area: Grammar
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To evaluate whether children recognize nouns.

MATERIALS NEEDED

Sheet of lined paper folded into 8 parts with word noun written in each square.*

DESCRIPTION OF ACTIVITY

Teacher will hold up various pictures of people (various cultures), places, and things. Name will be on picture - big enough to see - or written on board. Students will then write word on sheet of paper in space.

DIRECTIONS

See above

EVALUATION

Teacher corrected

*Could be run off or printed before.

MULTICULTURAL

Skill Area: Grammar
Grade Level: 2
Group Size: 20-25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

To properly label as nouns - things.

MATERIALS NEEDED

Pictures of objects used by various ethnic groups.

DESCRIPTION OF ACTIVITY

Examples: Pinatás - Menorah - Santa Lucia Crown
Dragon, chopsticks - Chinese writing fortune cookie

Students will label pictures with labels with word noun printed on it.

DIRECTIONS

See above

EVALUATION

Teacher evaluated.

MULTICULTURAL

Skill Area: Grammar
Grade Level: 2
Group Size: 20
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

To properly label people as nouns.

MATERIALS NEEDED

Pictures of people from various ethnic backgrounds in the United States.

DESCRIPTION OF ACTIVITY

Pictures will be displayed on a bulletin board. Labels will be made available with word NOUN printed on them. Students will then label the pictures.

DIRECTIONS

See above.

EVALUATION

Teacher will evaluate.

ELDERLY

Skill Area: Grammar
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will choose a verb from a list to place in the sentence blanks.

MATERIALS NEEDED

Worksheet and pencil

DESCRIPTION OF ACTIVITY

List

cook
run
walk
knit

1. Mr. and Mrs. Jones are 84 years old.
2. They can't ____any more
3. They like to_____around the block.
4. Mr. Jones likes to _____.
5. Mrs. Jones likes to _____.

DIRECTIONS

Student will fill in space with correct verb.

EVALUATION

Teacher corrected.

MULTICULTURAL

Skill Area: Grammar
Grade Level: 2
Group Size: 20
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

Student will put noun in correct sentence on chart.

MATERIALS NEEDED

Box, can, or other container. Slips of paper with nouns on them. Chart or board with sentences.

DESCRIPTION OF ACTIVITY

Center activity: student will pull noun from the Noun Box and place it in correct blank in sentence.

1. Juan likes to read_____.(fortune cookies)
2. At Christmas we will break the_____.(pinatå)
3. It is hard to eat with_____.(chopsticks)
4. _____(Maria) is a good _____.(dancer)

DIRECTIONS

See above

EVALUATION

Teacher will tape key to the bottom of the Noun Box for self-evaluation.

HANDICAPPED

Skill Area: Grammar
Grade Level: 2
Group Size: 20
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

Student will fill in noun slot with correct noun.

MATERIALS NEEDED

Worksheet and pencils

DESCRIPTION OF ACTIVITY

1. Kevin has a seeing eye_____.
2. He cannot watch_____.
3. He likes to listen to the_____.
4. He also likes to read his Braille_____.
5. He likes to eat_____.

DIRECTIONS

Have discussion about blind people before lesson and talk about ways they cope with blindness.

EVALUATION

Teacher evaluated

NONSEXIST/ROLE STEREOTYPING

Skill Area: Grammar
Grade Level: 2
Group Size: 20
Time Allotment: 20 minutes

OBJECTIVE/PURPOSE

The student will select singular and plural nouns and write them in the appropriate column.

MATERIALS NEEDED

Attached worksheets.

DESCRIPTION OF ACTIVITY

Teacher will read (or students may read) and put nouns in proper columns, singular and plural. Teacher will display photos of men and women in construction work. Workbook that these were taken from has pictures.

DIRECTIONS

See above.

EVALUATION

Teacher evaluated.

NAMING THINGS

Let's Build a Town

[The poem on this page was removed from this document prior to its being submitted to the ERIC Document Reproduction Service.]

From Spectrum of English
Glencoe Publishing Co.
Encino, CA. 1978

ONE	MORE THAN ONE

USING ABBREVIATIONS

Skill Area: Grammar
Grade Level: 3
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

Students will be able to use abbreviations correctly in sentences.

MATERIALS NEEDED

Pencil, worksheet

DESCRIPTION OF ACTIVITY

The students will be able to abbreviate days of the week and months of the year correctly. The sentences are written so that they include men and women's names and other nationality-based names.

DIRECTIONS

Write the sentences below. Use abbreviations for any days of the week and months of the year. (Hint: be sure to put a period after each abbreviation.)

1. Today is Tuesday.
2. I wanted to watch Bjorn Borg play in the tennis match on Sunday.
3. Dorothy Hamil will appear in a television special on Thursday, November 15.
4. Next Wednesday is Chin Ho's fourth birthday.
5. Monday, Wednesday, and Friday are the days Mom will watch after Sean.
6. June, July, and August are Kenny's favorite months of the year.
7. Roberto was born December 7, 1978.
8. Freida came over to my house last Saturday to spend the night.
9. José says next Thursday, October 14th is his mother's birthday.
10. Every Monday Roger has a piano lesson.

EVALUATION

Teacher corrected.

USING I AND ME

Subject Area: Grammar
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The students will finish each sentence using either I or me.

MATERIALS NEEDED

Pencil, worksheet

DESCRIPTION OF ACTIVITY

Discuss how you talk about yourself and someone else. When you do, you name yourself last. The sentences will contain a variety of nationality-based names.

DIRECTIONS

Finish each sentence using I or me.

1. Nanette and ___ talked on the phone.
2. Alberto gave Juan and ___ gum.
3. Bill told Sarah and ___ about the play.
4. Wilma and ___ gave a talk on repairing mini-bikes.
5. Lance and ___ gave Joel a present.
6. George saw Martha and ___ jogging.
7. Hans and ___ saluted the flag.
8. "Give some to Martin and ___," said Tim.

EVALUATION

Teacher checked.

POSSESSIVES

Skill Area: Grammar
Grade Level: 3
Group Size: Class/small group
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

The students will look at sentences and make possessive forms.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

Discuss that in order to show that someone or something owns or has something we use a possessive. Bring out that possessive are written in a special way using an apostrophe. Sentences which contain male, female and other nationality-based names.

DIRECTIONS

Remind students that if the noun is plural or ends with s, you need only the ' at the end. All other words have 's at the end. Look at the sentences and write a possessive form. You will not be writing complete sentences.

1. Amy has a hairbrush. (Amy's hairbrush)
2. Jed owns trucks. _____
3. Ms. Nyweide owns a van. _____
4. Lee Wong has baseball cards. _____
5. Marta has a job. _____
6. Ivan has a painting. _____
7. Saul owns sneakers. _____
8. The boys own bikes. _____

EVALUATION

Teacher check.

PUNCTUATION

Skill Area: Grammar
Grade Level: 3
Group Size: Class
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

To have students use punctuation marks correctly.

MATERIALS NEEDED

Pencil worksheet

DESCRIPTION OF ACTIVITY

Each student will put the correct mark of punctuation in its place. The sentences will contain names of both sexes.

DIRECTIONS

Use the correct mark(s) of punctuation in each sentence below:

1. Mary enjoys participating in swimming softball and track
2. When will daddy fix dinner
3. John's mother wants a tool set
4. My uncle Mr Gomez lives in Brooklyn New York
5. Jerome lives in Little Rock Arkansas
6. Tina was born May 15 1970
7. Did you see Evan sing in the chorus
8. My friend Patrick will be visiting me on December 8 1980
9. Come at once Jane
10. Jacob helped his mother bake a cake dust the furniture and rake the leaves

EVALUATION

Teacher may collect and correct.

USING PREFIXES

Skill ARea: Grammar
Grade Level: 3
Group Size: Class
Time Allotment: 30 min

OBJECTIVE/PURPOSE

The student will be able to use the prefixes un-, re-, and dis- correctly.

MATERIALS NEEDED

Pencil, worksheet

DESCRIPTION OF ACTIVITY

Using female, male and other nationality-based names, the students will choose the correct prefix to go with the word to complete each sentence. Discuss what the prefixes generally mean that un means not; re means again and dis means opposite of.

DIRECTIONS

Choose any of the following prefixes (un-, re-, dis-) and add it to the underlined word in each sentence to give the sentence a new meaning.

1. Martin ___likes___ spaghetti and lasagna.
2. Mrs. Jimenez will ___write___ the vacation spot for pamphlets and information.
3. Dad will be ___able___ to attend the play.
4. John was ___sure___ of how to work the math problem.
5. Susie was ___satisfied___ with the cake she baked.
6. Nick ___wrapped___ by mistake.
7. Ted's job was to ___fill___ the glasses when they were empty.
8. Jane's small dog was the most ___friendly___ of all the dogs.
9. Laura was ___happy___ about her spelling test score.
10. Grandpa wanted to ___read___ the story again.

EVALUATION

62.

Teacher corrected

USING CORRECT VERB FORMS

Skill Area: Grammar
Grade Level: 3
Group Size: Class
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

The students will be able to use the verb form that best fits the subject.

MATERIALS NEEDED

Worksheet, pencil

DESCRIPTION OF ACTIVITY

The students will choose the form of the verb that best fits the subject in the sentence. Be sure to include other culturally-based names in addition to male and female names.

DIRECTIONS

Choose the correct verb form that best fits the subject in the sentence:

1. Does Bill Cosby likes, like jello?
2. Cathy Rigby is, are a good gymnist.
3. Lee Trevino and Jack Nicholas is, are among the great golfers.
4. A very funny actor, Tim Conway, make, makes me laugh.
5. Mark Spitz won, wins 5 gold medals a few years ago in swimming.
6. Pearl Baily and Barbara Streisand has, have fantastic voices.
7. Cheryl Teigs models, model beautiful and expensive clothes.
8. The Captain and Tenille makes, make beautiful music together.
9. Jose' Ferrara always tells, tell jokes.
10. Peter drew, draws the name of the person who won the door prize.

EVALUATION

Teacher check.

SENTENCES

Skill Area: Grammar
Grade Level: 3
Group Size: Small or large
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

Students will be able to write sentences using the correct verb form. Sentences will contain names of both sexes and other nationality-based names.

MATERIALS NEEDED

Worksheet, paper

DESCRIPTION OF ACTIVITY

Discussion of correct verb forms should have already taken place prior to this activity.

DIRECTIONS

Circle the correct form of the verb in each sentence:

1. Mary and Joe drives, drive to the beach every Saturday.
2. Pedro run, runs quickly through the yard.
3. Hans decide, decided to take a cooking class this year.
4. Renee wins, won the swimming race yesterday.
5. The men and women climbed, will climb the steep mountain tomorrow.
6. I enjoy, enjoys the Bee Gee's singing.
7. Pam and Mike eats, eat the candy.
8. Hilda talks, talk loudly.
9. Mr. Appleton bought, buy some pork chops.
10. Mrs. Johnson coach, coaches the boys' softball team.

EVALUATION

Teacher collects and corrects.

ADDING SUFFIXES

Skill Area: Grammar Suffixes
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

Students will be able to add suffixes to the ends of particular words to make new words.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

Discuss what suffixes are and how they change a noun into an adjective and a verb into an adverb. In other words, adding a suffix makes a word a describing word. Have the students compose sentences using other heritage-based names and also male and female names. They will add suffixes to words provided by the teacher.

DIRECTIONS

Listed on the board are 10 words. I want you to change into describing words by adding the appropriate suffix. You may use suffixes -ly, -less, -ful, and -able. Use the new word in a sentence. Be sure to include a variety of names and situations.

Example: doubt, home

1. John was doubtful about his answer to the math problem.
2. Erika wanted to give the homeless kitten a place to stay.

EVALUATION

Teacher corrected or as a class self-check.

PRONOUNS

Subject Area: Grammar
Grade Level: 3
Group Size: Class
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

The students will be able to substitute pronouns for other nouns in sentence subjects.

MATERIALS NEEDED

Worksheet, pencil

DESCRIPTION OF ACTIVITY

The teacher will use other heritage-based male and female names in sentence subjects to be replaced by pronouns. Discuss singular and plural pronouns. Have students make a list for reference.

DIRECTIONS

Copy the sentences below and replace the noun(s) that is/are in the subject with a correct form of a pronoun. (Hint: a singular noun is replaced with a singular pronoun and plural nouns are replaced with a plural pronoun.)

1. Juan, David and Yan went skating.
2. Mrs. Rodriguiz is a scout leader.
3. The dog belongs to Jorje Jimenez.
4. Wilhem wants to be an astronaut.
5. Gail, Selina, and Anna are going to be angels in the play.
6. The vase fell off the table when Gary bumped it.
7. Mrs. Baum, Mrs. Yagamuchi and Mr. Bell were some of my best teachers.
8. Terry, Max, and I went swimming in the motel pool on our vacation.
9. Janet is my best friend.
10. Dan is a terrific artist.

EVALUATION

Teacher collects and corrects papers.

USING THERE AND THEIR

Subject Area: Grammar
Grade Level: 3
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The students will use their or there in a series of sentences.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

Discuss: Their means "belonging", where the word there refers to "where". The sentences will contain a variety of heritage-based names.

DIRECTIONS

Write their or there in each blank below:

1. Thelma and Lamont went with _____ friends to the hockey game.
2. Isn't that Alexander's sister over _____?
3. Bill Jackson and his sister are down _____ on the ice.
4. Mikey and Ingred told _____ wishes to Santa Claus.
5. Alicia and Eduardo tore _____ new jeans on the bike chain.
6. Celia, will you put your hat over _____ by the door?
7. Conrado and Ruth lost _____ pet dog at the fair.
8. Can Evan and Elda run _____ race over _____?
9. Dina and Bernie lost _____ front tooth while chewing on caramels.

EVALUATION

Teacher checks.

MAKING CONTRACTIONS

Skill Area: Grammar
Grade Level: 3
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The students will make contractions for words in () given in the sentences.

MATERIALS NEEDED

Pencil, Paper

DESCRIPTION OF ACTIVITY

Students will change word in () to contractions. Discuss the fact that the apostrophe shows where the missing letters are. The sentences will use male, female, and other nationality-based names.

DIRECTIONS

Fill in the contractions for words in the (). Choose from the box below:

I will - I'll
You will - you'll
Has not - hasn't
She will - she'll
They will - they'll
Have not - haven't

1. I (have not)_____enough cookies for Jack Nicholas and his friends.
2. (She will)_____give you record by John Lennon and the Beatles.
3. I hope (they will)_____like watching Cathy Rigby doing her gymnist routine.
4. Give the jello to Bill Cosby, (he will)_____eat it fast.
5. (We will)_____watch Cheryl Teigs model the latest spring fashions.
6. Tenille (has not)_____practiced her piano music this week.
7. Give me a song sheet and (I will)_____give it to Barbara Streisand.
8. (You will)_____be laughing when Jose Ferrara tells his jokes.

EVALUATION

Teacher checks.

USING STATEMENTS AND QUESTIONS

Skill Area: Grammar
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student will be able to identify statements and questions.

MATERIALS NEEDED

Pencil, worksheet or overhead projector

DESCRIPTION OF ACTIVITY

Using female, male or other nationality-based names, the students will tell whether the sentence is a statement or a question. Discuss what kinds of sentences they are and what each sentence ends with.

DIRECTIONS

Read each sentence and tell whether it is a statement or a question. Write the word on the line.

1. Helga hid in the horrible haunted house._____
2. How did Mimi hide the hippopotamus?_____
3. Nedra slipped down the slide._____
4. Heidi and Jack had a gray goat._____
5. Ms. Chung baked furtune cookies._____
6. Mr. Isolani had seven silly snakes._____
7. At whom did Henry yell to?_____
8. Who will call Mr. Polanski?_____
9. Will Henry and Jose' call me tomorrow?_____
10. Where does Aretha live?_____

EVALUATION

Teacher corrected.

MAKING YES/NO QUESTIONS

Subject Area: Grammar
Grade Level: 3
Group Size: small or total class
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

The student will be able to make yes/no questions by moving words in the statements.

MATERIALS NEEDED

Pencil, worksheet or overhead projector

DESCRIPTION OF ACTIVITY

Using female, male, and other nationality-based names, the students will move words in each statement to make questions. Remind students to use only words in the statements. Do not add any extra words.

1. Akiko will go to Hilo, Hawaii.
   Answer: Will Akiko go to Hilo, Hawaii?
2. Mavis has lost her pet snake.
   Answer: Has Mavis lost her pet snake?
3. Lennie Higgins will come with us.
   Answer: Will Lennie Higgins come with us?
4. Alberto and Pedro can go to the zoo.
   Answer: Can Alberto and Pedro go to the zoo?
5. We should take Goldie and Tom to lunch.
   Answer: Should we take Goldie and Tom to lunch?
6. Reggie has fed the seals.
   Answer: Has Reggie fed the seals?
7. Maria can have a pet hamster.
   Answer: Can Maria have a pet hamster?

EVALUATION

Teacher Corrected

USING PREFIXES RE AND UN

Skill Area: Grammar
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

Students will be able to add prefixes at the beginning of a word.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

Discuss what prefixes are and how it changes the meaning of a word. Un means "not" or "do the opposite of". Re means "again" or "back". Have the students add the correct prefix to the words that will best complete the sentence. Sentences will contain a wide variety of nationality names.

DIRECTIONS

Add the prefix re or un to a word in each sentence:

1. Dick Tracy likes to ____read detective stories.
2. Tina will _____tie the bow before opening the present.
3. John was _____able to carry all of the boxes.
4. When will Susan _____move her experiments from the counter?
5. Albert will try to _____pack the suitcase when he returns.
6. Juan will _____fold the paper airplane.
7. Mr. Rodriguez will _____place the broken window.
8. Yan _____taught his friends how to play the card game.
9. Mrs. Baum will _____play her favorite Oz songs.
10. Maria _____told all of the exciting events while camping with her father.

EVALUATION

Teacher checks.

SUFFIXES

Skill Area: Grammar
Grade Level: 3
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

Students will be able to add one of the suffixes er, ful or less to the ends of a word in a sentence.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

Review what suffixes are and how they change words. Sentences will contain male, female, and other nationality-based names.

DIRECTIONS

Write a word that makes sense in these sentences. Use a word with er, ful or less.

1. When Nora fell, her knee felt full of pain. It was very _____.
2. Carmen always works with care. She is very _____.
3. Rudy likes to dance. He hopes to be a tap_____ when he grows up.
4. The Jensen's home burned July 4th. Now they are_____.
5. Angelo paints with skill. He is a _____painter.
6. Ben went camping. He is a _____.
7. Tina's cat likes to play. It is a _____pet.
8. Naomi likes to help her dad clean the car parts. She is very _____.
9. Jenny can mow the lawn in 30 minutes. She is a quick lawn_____.

EVALUATION

Teacher check.

NONSEXIST SENTENCES

Skill Area: Proper Names
Grade Level: 4
Group Size: Class
Time Allotment: Class period

OBJECTIVE/PURPOSE

Write ten sentences using proper nouns with 100% accuracy using capitalization and punctuation.

MATERIALS NEEDED

Worksheet, pencil

DESCRIPTION OF ACTIVITY

Review proper nouns and assign sentences.

DIRECTIONS

Write the following sentences, putting a proper noun in each blank: (Remember to use capital letters for names)

1. Dr._____ _____ gave me some medicine to cure my rash.
2. _____ rescued the boys from the burning building.
3. _____ came to fix our T.V.
4. _____ is the best ball player on the team.
5. When will _____ come to babysit?
6. We bought a train for _____ and a little stove for _____.
7. Will _____ chop wood for the fireplace?
8. _____ is the new coach for our team.
9. My guitar teacher is _____.
10. The new hotel manager is _____.

EVALUATION

Check for proper nouns, capitalization, and punctuation.

You could follow with a discussion about the use of certain sex names for certain roles. This could be done before assigning the lesson and asking to have them assign a name of the sex they usually would not associate with a particular role.

NONSEXIST ROLES - PRONOUNS

Skill Area: Use of Pronouns
Grade Level: 4
Group Size: Class
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

The students will select pronouns for sentences with role related activities with 100% accuracy.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

Review pronouns, assign completion of worksheet or write sentences.

DIRECTIONS

Write a pronoun in the blank, using these pronouns:

he, she, him, her, his, hers

1._____kicked the football ten yards.
2._____dressed the doll carefully.
3.What did _____use to wash the dishes?
4.When will _____load the boxes into the truck?
5.The police officer pinned_____badge on_____shirt.
6._____fixed lunch for the hungry children.
7.The newsreporter forgot_____tape recorder.
8.Let's ask_____to dance for us.
9.The boss signed_____name to the check.
10.We'll ask to build a dollhouse for_____.
11.Tell_____to fix the front tire when you take the car to the garage.
12.The secretary reminded_____employer about the meeting at two o'clock.
13.Tell_____to fix the front tire when you take the car to the garage.
14.Ask_____to take_____drums to the gym.
15.Get_____a ball and glove for_____birthday.

EVALUATION

Check papers for use of pronouns. (Could be done as a class asking for responses). Discuss the possibility of using both sex pronouns for the sentences.

NONSEXIST ROLE SENTENCES

Skill Area: Subject,Predicate
Grade Level: 4
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

The student shall select the subject and predicate with 90% accuracy in the sentences.

MATERIALS NEEDED

worksheets, pencil, crayons

DESCRIPTION OF ACTIVITY

Review of subject and precicates. Assign task.

DIRECTIONS

Discuss several sample sentences and mark them. Have the students do the worksheet marking the subject and predicate parts of the sentences . Worksheet is as follows:

You will need a green, red, and blue crayon. Using green, put a slash between the subject and predicate parts of the sentence. Using red, underline the subject part. Using blue, underline the predicate part.

1. Dr. Maria Lopez will bandage the cut.
2. Mrs. June Lorenz and Ms. Celia Castillo will be the pilot and co-pilot for the flight to Denver.
3. The Openheimer brothers cooked lasagna and made a lettuce salad for dinner.
4. My mother is going to fix my bike pedal tonight.
5. Four boys and girls will drill the holes for the cages.
6. Mary Cervantes won the sportscaster award.
7. Carla and Carl Chun played football after school.
8. Mr. Lee deLorraine is the new librarian.

EVALUATION

Check papers. Follow up with a discussion of tasks often not associated with that sex.

EXTRA

Mark the subjects that are proper nouns.

AMERICAN LANGUAGE IS MADE UP OF MANY LANGUAGES

Skill Area: Grammar
Grade Level: 4
Group Size: Class
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

The student should correctly unscramble the words to gain an understanding that Americans came from many backgrounds and have different ways of speaking about the same thing.

MATERIALS NEEDED

Worksheet or pictures

DESCRIPTION OF ACTIVITY

Discussion of dialects, ways of telling about something. Assign worksheet.

DIRECTIONS

Read to the class. A dialect is a way a certain group of people use language. As people talk more with people of other groups, their dialects change. But many areas still have their own dialects.

After talking about the dialects and expressions, have the students do the following:

Unscramble the words in the second column to make a new word that has the same meaning as the first one.

		Answers
sofa	hocuc	couch
shovel	pdsae	spade
	phgore	gopher
paper bag	kpoe	poke
pail	ktbuet	bucket
skillet	rfyngi nap	frying pan
arrest	cnphi	pinch
wheels	kieb	bike
	rca	car
brook	rccri	crick
pop	dsoa	soda
	tncio	tonic

Listen to people talk - in school, at home, and on T.V. to find other ways people tell about the same thing.

EVALUATION

Check the worksheet. Continue search for these dialects. Share or post them as they're found or heard.

PRONOUNS

Skill Area: Grammar
Grade Level: 5
Group Size: Class
Time Allotment: 25 minutes

OBJECTIVE/PURPOSE

Student will select the correct word to produce a grammatically correct sentence.

MATERIALS NEEDED

Worksheet, pencil, key

DESCRIPTION OF ACTIVITY

Worksheet, offering choices for standard English selection.

DIRECTIONS

Read each sentence and choose the correct word or words for each sentence.

EVALUATION

Use Teachers' key to correct your paper.

EXTENSION

Write five sentences using a pronoun, five using the word "any" and one each for "learn", "taught", "let", "leave", and "may".

Choose the correct word or words for each sentence:

1. Maria and (I, me) have bicycles that are exactly alike.
2. Please wait for Amhka and (I, me).
3. Did you see Keri and (I, me) there?
4. (She, Her) and (I, me) left early.
5. Jonas and (I, me) raced to school.
6. (Him, He) and (I, me) often race.
7. The coach gave free tickets to Masha and (I, me).
8. (Him, He) and (I, me) are taking swimming lessons at the "Y".
9. Can you (teach, learn) me how to knit?
10. Grandpa (taught, learned) me to cook.
11. (May, Can) you stand on your head?
12. Jerry's mother (left, let) him go camping.
13. Who (taught, learned) you to sing so well?
14. (May, Can) we stay for the second movie?
15. Will your mother (leave, let) you come?
16. I don't (leave, let) my dog bark at cars.
17. Aren't there (any, no) grapes left?
18. Dr. Mary Kraemer had never seen (any, no) lizards.
19. We (went, didn't go) nowhere special.
20. Dad (has, hasn't) no fishpole.
21. He couldn't find (any, none) to buy, either.
22. Mr. Toady doesn't like (any, no) dogs.
23. I can't eat (nothing, anything) more.
24. He can't go because he (has, hasn't) no ticket.
25. Jeffy has (no, any) reason for not washing the dishes.

Teacher Key

1. I
2. me
3. me
4. She I
5. I
6. He I
7. me
8. He I
9. teach
10. taught
11. can
12. let
13. taught
14. may
15. let
16. let
17. any
18. any
19. went
20. has
21. any
22. any
23. anything
24. has
25. no

PARTS OF SPEECH, REVIEW ACTIVITY

Skill Area: Grammar
Grade Level: 5
Group Size: Class
Time Allotment: 20 minutes

OBJECTIVE/PURPOSE

The student will demonstrate ability to recognize nouns, verbs, adverbs, and adjectives in teacher-prepared sentences.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Students will copy sentences or receive prepared worksheets and mark correctly.

DIRECTIONS

Directions are at the top of the worksheet.

EVALUATION

Students should perform task with level of accuracy expected after instruction regarding four major parts of speech.

DIRECTIONS: Draw a circle around each noun. Draw a square around each verb. Draw a line under each adjective. Draw a line over each adverb.

1. Mike washed the old car willingly before the big game.
2. The girl in the bright socks laughed loudly.
3. A large car goes fast, but a small car goes faster.
4. "Funny stories are the best stories," said Jose .
5. Henri always goes to church on sunny Sundays.
6. Merritt played the violin well yesterday.
7. Jenni scored the winning basket in the game last Thursday.
8. Dr. Mary Holmes is an excellent hospital director.
9. Rabbi Felderman led the religious service at the synagogue.
10. John Svenson was awarded Nurse of the Year recognition for Iowa.
11. Her father is an expert chef at baking angel food cakes.

RECOGNIZING SENTENCES

Skill Area: Grammar
Grade Level: 5
Group Size: Class
Time Allotment: 15-20 minutes

OBJECTIVE/PURPOSE

To give practice in recognizing complete sentences.

MATERIALS NEEDED

Sentences mimeographed to use as a worksheet.

DESCRIPTION OF ACTIVITY

Same as directions.

DIRECTIONS

Read each group of words. Decide whether a group is a sentence. Circle the numbers of those groups that are sentences. Make complete sentences out of those that are only sentence parts:

1. Miguel laughed.
2. He went to the library.
3. To the store.
4. The birds on the wire.
5. The father and his child.
6. Susan climbed the mountain.
7. The eagle spread its wings.
8. Into the water.
9. They all cheered the girls soccer team.
10. Finding the treasure.
11. The children in our class.
12. Amkha started school.
13. Boys and girls in Mexico.
14. Mr. Austin the librarian.
15. Dr. Rosen hospitalized her patient.

EVALUATION

Collect papers and check.

MR. REED'S FARM

Skill Area: Grammar
Grade Level: 6
Group Size: Class
Time Allotment: 1 class - 45 min.

OBJECTIVE/PURPOSE

Students will practice and review noun/verb agreement.

MATERIALS NEEDED

Worksheet titled, Mr. Reed's Farm, language book for references.

DESCRIPTION OF ACTIVITY

Review of noun/verb agreement worksheet.

DIRECTIONS

Follow the directions given on the worksheet (attached). When completed, write a report on the invention and development of a machine that has helped the farmer.

EVALUATION

Score one point for each correct response and fifteen points on the report.

MR. AND MRS. REED'S FARM

Draw a circle around the correct word:

1. Eight Explorer Scouts and their leader (drove driven) to Mr. and Mrs. Reed's farm.
2. They (went gone) to the farm soon after they had (ate eaten) dinner.
3. At the farm the Scouts (saw seen) and (did done) many exciting things.
4. "I (am is are) glad we have (come came)," said Candi. "There is much to see."
5. The Scouts watched the horses as they (ran run) around the pasture.
6. "Will you (let leave) us ride the horses?" asked Judi?
7. After Mr. Reed had (spoke spoken) to the horses. they (come came) to the fence.
8. "Each of you (may can) take a ride, if you think you (may can) stay on the horse's back," he said.
9. "It is kind of you to (let leave) us ride the horses," said John.
10. Mr. Reed has (gave given) each Scout a ride on his big tractor.
11. Ann and Jerry (was were) afraid at first, but soon they (was were) enjoying a ride.
12. "I should have (wore worn) jeans," said Patsy. "I have (tore torn) my skirt."
13. Mr. Reed explained to the Scouts how corn is (grew grown).
14. Sue and Jose had (chose chosen) to go with Mrs. Reed to gather the eggs.
15. Sue dropped (a an) egg and it was (broke broken).
16. The chickens (was were) busily eating at the feeders.
17. Terry has (threw thrown) some grain to them.
18. Soon the chickens had (ate eaten) the grain.
19. "(May can) we see your garden, Mrs. Reed?" asked Mario.
20. "You (may can) see the garden," answered Mrs. Reed.
21. "The garden has (grew grown) fast these warm days," said Mrs. Reed.
22. Before the Scouts left, Mr. and Mrs. Reed (gave given) each one (a an) apple.
23. After the Scouts had (spoke spoken) their words of thanks, they started home.

SUBJECT/VERB AGREEMENT

Skill Area: Grammar
Grade Level: 6
Group Size: Class or Individual
Time Allotment: 1 45 min. class

OBJECTIVE/PURPOSE

Provide practice in subject/verb agreement identification for students.

MATERIALS NEEDED

Worksheet on Subject/Verb Agreement

DESCRIPTION OF ACTIVITY

Practice

DIRECTIONS

Following a discussion from text or previous assignment, hand out the following work sheet:

1. Hudson High, with two thousand students (have has) the best girls basketball team in the state.
2. Last year the team (did does) not do very well.
3. But this year, the girls on the team (plays play) great basketball.
4. The outstanding skills of each girl (has have) helped bring Hudson High to the championship game.
5. Many people (were was) waiting in line to go in and watch the game.
6. Whichever one of the teams won the game (receive receives) the trophy.
7. As the game began, the fans of each team (was were) excited.
8. The girls of Hudson High team (were was) leading the Clinton High team by the end of the first half.
9. But the lead, in the second half (was were) lost.
10. The students of Clinton High (was were) cheering wildly as their team pushed ahead.
11. The Hudson girls (weren't wasn't) able to connect to score.
12. Then in the last few minutes of the game, the girls (was were) beginning to rally.
13. Each basket the Hudson team went for (was were) scored.
14. Once again, Hudson High's basketball team (was were) victorious.

EVALUATION

Responces will be correctly identified and student produced sentences will be added at instructor's direction.

WORD CROSSINGS

Skill Area: Grammar
Grade Level: 6
Group Size: Individual, small group
Time Allotment: 30-60 min.

OBJECTIVE/PURPOSE

By completing the construction of a word crossing, by means of using the clues provided, the students will show knowledge of parts of speech and the use of reference material.

MATERIALS NEEDED

Paper, pencils, dictionary and/or thesaurus, reference material

DESCRIPTION OF ACTIVITY

Word crossings show relationships between words. The main word is supplied and definitions are given for the other words to be placed in the blanks. The main word might be a student's name, name of an ethnic group (or country), an occupation or a famous person's name (who perhaps had a non-traditional occupation such as Marie Curie or Amelia Earhart.)

DIRECTIONS

A main word is chosen and is written vertically. Words are chosen by the teacher and/or the students (depending on the situation) to fill in blanks utilizing letters found in the main word. Clues or definitions are then developed for the words. Dictionaries or thesaurus could be used. The words should be descriptive words such as adjectives, adverbs, nouns, verbs.

Students could work on these individually or in partnerships or small groups. The finished products could then be mounted and placed on a bulletin board or as an activity in a learning center. As either part of a learning center or a bulletin board, these word crossing activities can be utilized as an individual activity to be completed by a student on hi "free time" or at a specific time. Answer keys should be provided for the student to self-check either at the time of completion or at a specified later time when the whole group will check. Example:

```
    --A-----
   ---M---
     -I--------
  -----S
       H-----
```

Clues:
1. Adj; descriptive of the nature of these people.
2. Noun; their main occupation
3. Noun; descriptive of their way of life.
4. Noun; one means of identification
5. Noun; one of their energy sources

Answers: 1. Peaceful, 2. Farmers, 3. Simplicity, 4. Beards, 5. Horses

EVALUATION

Can be made on the completed word crossing as to whether directions were followed and the ease of utilizing the word crossing in the class.

CLICHÉS

Skill Area: Grammar
Grade Level: 6
Group Size: Small or Large
Time Allotment: 20-30 min.

OBJECTIVE/PURPOSE

Upon completion of this exercise, the students will have rewritten a list of standard clichés using new phrases that colorfully illustrate the cliché and are appropriate for that cliché.

MATERIALS NEEDED

List of clichés, paper and pencil

DESCRIPTION OF ACTIVITY

A list of standard clichés are rewritten in a more colorful way to spark more interest in reading sentences constructed by the students.

DIRECTIONS

A list of clichés is written on the chalkboard or the overhead projector. A sample list might include:

1. Skinny as a rail
2. Tall as a house
3. Soft as a feather
4. Quick as a fox
5. Hungry as a bear
6. Green as grass
7. Quiet as a mouse
8. Busy as a beaver
9. Fat as a pig
10. Strong as an ox

Introduce these phrases as clichés. Clichés are phrases that are used so often that they lose their impact upon people. To interest people in reading what they write, the students should learn to avoid using clichés.

Ask students how they might rewrite these clichés in such a way as to make it more interesting to read and easy to visualize. Work through an example with them such as "green as grass" might become "as green as a John Deere tractor". Write some of the class responses on the chalkboard or overhead projector. The students will then write a new word or phrase for each underlined word in the clichés. The list can be expanded or other more appropriate in your locale may be substituted. A further assignment might be to have the students use a certain number of the written clichés in a paragraph or short story.

EVALUATION

The students will be evaluated on class participation, following directions and the appropriateness of their answers (as judged by the teacher). Other comparisons that may be used are: (1) happy, (2) bright as, (3) hot as, (4) slippery as, (5) short as, (6) loud as, (7) sad as, (8) drowsy as, (9) cold as, (10) long as, (11) muffled as, (12) pointed as.

PARTS OF SPEECH

Skill Area: Grammar
Grade Level: 6
Group Size: Large, small, individual
Time Allotment: 20-40 min.

OBJECTIVE/PURPOSE

The students will demonstrate their knowledge of parts of speech or sentence structure by their degree of accuracy in exercises consisting of sentences containing common nouns and proper nouns reflecting the local cultural people.

MATERIALS NEEDED

A list of sentences you've used previously that test the students' knowledge of parts of speech or sentence structure, pencil, paper.

DESCRIPTION OF ACTIVITY

A previously used group of sentences is rewritten to include common nouns and proper nouns reflecting local cultural groups. This group of sentences is then used according to the teacher's previous lesson plan for this exercise.

DIRECTIONS

Rewrite the list of sentences using common nouns, proper nouns reflecting local cultural groups in place of other nouns in the sentences. Use your previous lesson plan for utilizing this revised group of sentences.

EVALUATION

Use the evaluation you've previously used for this activity.

SUBJECTS AND PREDICATES

Skill Area: Grammar
Grade Level: 6
Group Size: Small or large
Time allotment: 25-45 min.

OBJECTIVE/PURPOSE

By using a subject and a predicate chosen at random, the students will correctly construct a sentence and use the sentence as a basis for a creative story or a descriptive paragraph.

MATERIALS NEEDED

List of subjects (at least one for each group member), list of predicates (at least one for each group member), paper, pencils.

DESCRIPTION OF ACTIVITY

Students choose at random a subject and a predicate such as in the list given. They then construct a sentence using this subject and predicate and use this as the main idea (or an important part) of a creative writing story or a descriptive paragraph.

DIRECTIONS

Subjects and predicates are drawn at random out of a box, one each to a student. The student then constructs a sentence using the chosen subject and predicate. This sentence then becomes the basis for a creative writing story or a descriptive paragraph.

SUBJECTS	PREDICATES
a snippy barber	won a hog-calling contest
a nervous nurse	switched off the light
a jazzy musician	cleaned the attic
a jittery juggler	stopped a runaway horse
a careless caretaker	cracked an egg
a cold iceman	found a diamond
a crabby cabby	fell through the ice
a proud pilot	hid in the bushes
a lady truck driver	popped a "wheelie"
a sea-sick sea captain	shook with fright
a chicken plucker	waded through the swamp
the hot air balloonist	shivered with excitement
a near-sighted optician	caught the crook
the sticky candy maker	sighed with relief
a mouthy dentist	parachuted to safety
a left-handed pitcher	won first prize
the nosey newsman	fell off the swing
a determined detective	went to Hawaii by sailboat
the rookie quarterback	put out the flames
an aspiring artist	collapsed in laughter

EVALUATION

The finished product (story or paragraph) will be judged acceptable or unacceptable by the teacher according to individual criticism set up by the teacher.

VERY TIRED WORDS

Skill Area: Grammar
Grade Level: 6
Group Size: Small or large
Time Allotment: 20-40 min.

OBJECTIVE/PURPOSE

The students will use more descriptive or stronger adjectives and adverbs after removing the word "very" and the adjective or adverb following it.

MATERIALS NEEDED

Pencils, paper, group of sentences put on chalkboard or on overhead projector. Thesaurus or dictionary of synonyms.

DESCRIPTION OF ACTIVITY

The students will omit the overworked word "very" and replace the word following "very" with a more descriptive or stronger word. A thesaurus or dictionary of synonyms may be used to aid the student in finding a more appropriate word.

DIRECTIONS

A group of sentences containing the word "very" and an overworked adjective or adverb following "very" are put on the chalkboard or overhead projector. Using the thesaurus and dictionary of synonyms the students will rewrite the sentences using stronger and more descriptive adverbs and adjectives. Occasionally, other words in the sentence may have to be changed also.

Some suggested sentences:

1. The very old woman sat in her rocking chair and crocheted a lace tablecloth.
2. Our meeting was very secret.
3. The flashbulb gave off a very bright flash.
4. The actor was very ugly.
5. The race cars went very fast around the track.

EVALUATION

Teacher evaluates according to appropriateness of the synonyms used in the rewritten sentences.